



## Teaching Assistant

### Applicant Information Pack



[www.chelvestonroadschool.org](http://www.chelvestonroadschool.org)

Chelveston Road School is part of Better Together Learning Trust, a charitable company limited by guarantee and registered in England and Wales with company number 08722556. The registered office is Friars Close, Wellingborough, Northamptonshire. NN8 2LA



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December 2025

Dear Applicant

Thank you for your interest in the position of Teaching Assistant at Chelveston Road School. The enclosed Applicant Information Pack contains full details of the position and useful information to inform you about our Trust, School and the post.

Chelveston Road School is a school for students with special educational needs and disabilities. The school is part of the Better Together Learning Trust and caters for students with a range of learning and cognition needs as well as autism.

In September 2025, we welcomed our last cohort of students, making us a full school of 145 students and a dedicated staff team of 64.

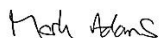
Chelveston Road School's leadership team welcomes applications from dynamic individuals who will make a positive difference to the lives of young people with SEND, all under the umbrella of Better Together Learning Trust's core value of 'Every Child, Every Chance, Every Day'.

This is a wonderful opportunity for a forward thinking, energetic and dynamic person to be part of a committed team.

When completing your application please include a covering letter addressing all the essential qualities listed in the person specification. Please limit this to no more than two sides of A4 paper.

We look forward to receiving your application for this post.

Yours faithfully



**MARK ADAMS**

**Head of School, Chelveston Road School**

**For and behalf of Better Together Learning Trust**

## **Introduction to Chelveston Road School**

Chelveston Road School is part of Better Together Learning Trust, a charitable company limited by guarantee and registered in England and Wales.

Chelveston Road is a special school for students aged 11-18, who have an Educational Health & Care Plan identifying them as having learning difficulties and autism. There will be a small post-16 unit for those students who would find transition to college at 16 a challenge.

The school occupies an attractive site close to local amenities on the edge of Rushden. A team of experienced and dedicated staff will work hard to provide a secure, caring and safe environment where everyone is: valued, encouraged to feel confident, appropriately challenged and prepared for the next step in life. The school aims to be a happy place to work and learn where we can be proud of our students' achievements.

Students are admitted following assessment of their needs by the Local Authority in consultation with parents/carers and in accordance with the school's admission statement.

## **School Aims**

The school (staff and governors) aims to provide a high-quality education for students with special educational needs, in partnership with parents/carers and the wider community.

We believe that: -

- at the heart of our School is the view that "Every child, every chance, every day".
- the management of behaviour and the development of self-discipline is an essential first step to creating a successful teaching, learning and working environment.
- students and staff function more effectively in a safe, positive, supportive environment.
- students have a right of access to a broad curriculum.
- opportunities will be given to students which will enable them to fulfil their potential and prepare them for their future in becoming good citizens in our society.
- the school will make a valuable contribution to the local community of which it is a part.
- there is commitment to equal opportunities for all.

These aims are supported in different ways by all associated with Better Together Learning Trust: governors, staff, parents/carers and students.

## **Admissions**

The school will meet the needs of students who: -

- have attainments well below the expected range of their peers with additional difficulties that may include physical difficulties, speech and language delay, low self-esteem and sensory impairment.
- have learning difficulties.
- have a diagnosis of Autistic Spectrum Disorder that requires structured teaching and may require discrete provision. Students will usually be working above the P scale levels.
- The Academy does not meet the needs of students with SEMH, profound and multiple learning difficulties (PMLD) with additional complex needs or those who require complex medical intervention.

## **Provision for Students with Autism at Chelveston Road School**

The TEACCH approach is regarded as one way of working with students with autism and as many opportunities as possible are created to help young people integrate and function in a world that is not TEACCH organised, giving greater independence in their life out of school.

### **Provision for Students with Learning Difficulties**

The school is well-resourced for meeting the very wide range of needs associated with students who have learning difficulties. Students will be based in key stage classes and will have access to the excellent facilities that exist in the school. These include specialised areas concerned with Food Technology, Design Technology, Science, Computing, and Physical Education.

The main aims of this provision are as follows:

- to build on, consolidate and generalise previous learning gained at primary school level.
- to enable everyone to gain the greatest possible degree of personal independence.
- to develop interpersonal skills associated with personal and social development.
- to enable everyone to access their entitlement to a curriculum which is broad, balanced and appropriate to their needs, delivered by methods which are intended to both motivate and challenge.
- to ensure that students' achievements are nationally recognised.

### **The School Site and Buildings**

Chelveston Road School is a purpose built secondary special school located on Chelveston Road, Rushden.

The school and its grounds will be well maintained and a pleasant place to attend and work. All stakeholders are expected to take a pride in the school and to look after the environment.

The school has a very active eco-friendly approach to all aspects of the management of the site.

The school is well equipped to deliver the full range of subjects and offers an exciting range of practical opportunities and activities. Each classroom is equipped with ICT facilities including interactive boards and computers. There are the following fully equipped specialist rooms: Art, Resistant Material Technology, Food Technology, Computing, Expressive Arts (for drama, dance & music), Science and a Fitness Suite. There is a hall (large enough to accommodate the whole school) which is used for PE, assemblies, formal performances and presentations and a learning resource with ICT facilities, medical facilities, hygiene room and specialist toilet facilities. There are also newly developed outdoor learning areas, together with dedicated specialised rooms to provide further pupil support.

Our post-16 provision opened in September 2022. The provision is part of a post-16 consortium with other special schools in the Local Authority.

The school enjoys an on-site catering facility. Food is freshly cooked daily to provide a hot meal service for students and staff at the school.

### **Community Links and Support Services**

Chelveston Road School will aim to create many links with the local and wider community through work and community experience schemes, fundraising for charities, support from local charities and close liaison with local schools, in addition to several industrial and business links.

The school enjoys strong links with our primary feeder schools, especially our colleagues at Rowan Gate Special School.

Chelveston Road School will build on the MAT's relationships with many local agencies including educational psychologists, speech therapists, physiotherapists, occupational therapists, and audiologists.

The Academy's Family Support Worker and the first aiders can liaise with the school nurse and other professionals who regularly visit the school. The school nurse is available to see parents at the school premises by arrangement.

## Job Description – Teaching Assistant

**Stage of career:** *Level 1-2 – Point 3-5*

**Accountable To:** **Chief Executive Officer**

**Performance Reviewer:** Assistant Head

**Day to day line management:** Assistant Head

**Contract** 32.5 hours per week  
Mon, Tue, Thu, Fri 8.30am – 3.15pm. Wednesday 8.30am – 4.30pm  
With half an hour unpaid lunchtime,

### **Key Role/Functions:**

Work in accordance with guidance given by the class teacher and or senior staff to support access to learning for students and provide general support to the teacher in the management of students and the classroom.

### **Specific Duties and Responsibilities:**

#### **1. Working in the Environment**

##### **Providing Personal and Welfare Care**

- Assist with the planning, development and implementation of student education/behaviour plans and personal care programmes including toileting, hygiene and feeding/mealtimes, to help with development of social skills and to ensure that the school's health, safety and behaviour policies are maintained.
- Deal with conflict using different communication techniques to encourage all students to take responsibility for their own behaviour and promote independence.
- In accordance with the school's practices and policies and NHS protocols and following suitable training you may be required to provide medical assistance to a sick or injured student. This could include administering medication or carrying out routine medical procedures.

#### **2. Supporting Students and Teaching Staff in the Learning Environment**

- Supervise and support students in the learning environment including more in-depth support for those with special needs, to promote independence, inclusion, acceptance and equality of access to learning opportunities for all students.
- Assist students within the class, individually or in small groups (and sometimes outside the main classroom) in the completion and adjustment of a wider range of pre-defined learning, care and support activities to meet the requirements of students and the curriculum (for example literacy, numeracy, ICT).
- Assist with the supervision of students and planning of activities out of lesson times (for example at lunchtimes, before and after school) to enhance service delivery and encourage structured and positive play.
- Following suitable training you may be required to assist students with mobility equipment such as using wheelchairs and/or hoists to support students in their learning environment.

- Provide clerical and other support to meet service delivery requirements.
- Support teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group of students under the supervision of the teacher to meet service delivery requirements.
- Administer routine tests and undertake routine marking of students' work to meet requirements of students and the curriculum.
- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and assist with the display of students' work to support pre-defined learning activities to meet the needs of the students and the curriculum.
- Prepare, maintain and use equipment and resources required to meet lesson plans/learning activities to meet the needs of students and the curriculum.

### **3. Working with People**

#### **Developing the Team**

- Participate in meetings, team development activities and assist less experienced colleagues when appropriate, to support the achievement of individual and team performance and development objectives.

#### **Building Professional Relationships**

- Build and maintain positive working relationships with students, parents, carers and colleagues to maximise students' development and maintain the overall ethos of the school.

#### **Dealing with Behaviour Issues**

- Observe/use awareness of behaviour, knowledge of different behaviour management and communication strategies and adapt existing strategies/methods as necessary to deal with disruption by students in class.
- Where required and suitably trained, use appropriate physical restraint techniques in accordance with relevant policies and procedures.

### **4. Working with Resources**

#### **Monitoring levels and Ordering of Resources**

- Monitor resource levels and contribute to the resource ordering process to ensure the timely availability of resources to meet the requirements of the curriculum.
- Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources.

### **5. Working With Information**

#### **Reviewing Students Performance**

- Monitor, feedback, record and report on student progress, including feedback to students, and participate in the completion of student profiles and records of attainment to maximise student development.

### **7. Working Environment**

- Job holders may frequently attend to personal hygiene and medical care needs throughout the normal working pattern and therefore be exposed to unpleasant substances.





## Introduction to Better Together Learning Trust

Better Together Learning Trust was formerly known as Friars Academy Trust. The Trust currently consists of two schools, Friars Academy and Chelveston Road School.

Both schools provide high-quality education for students with special educational needs, in partnership with parents/carers, the local community and the Local Authority.



Friars Academy  
Friars Close  
Wellingborough  
Northants  
NN8 2LA

Head of School  
Mr J Budd

[www.friarsacademy.org](http://www.friarsacademy.org)  
Tel: 01933 304950



Chelveston Road School  
Chelveston Road  
Rushden  
Northants  
NN10 8HN

Head of School  
Mr M Adams

[www.chelvestonroadschool.org](http://www.chelvestonroadschool.org)  
Tel: 01933 834490



Better Together Learning Trust  
c/o Friars Academy

Chief Executive Officer  
Mrs S Ijewsky  
[www.bettertogetherlearningtrust.org](http://www.bettertogetherlearningtrust.org)

### PERSON SPECIFICATION – TEACHING ASSISTANT

Professional Qualifications/Training/Experience		Essential/ Desirable	Application/ Interview
	GCSE English and Maths Grade C or above	D	A
	Has worked with young people	D	A
	Has experience of working with SEN students	D	A
	Has worked in a school	D	A
	Has supported learning/behavioural difficulties of students	D	A
	Experience in using positive handling skills or relevant qualification	D	A/I

Demonstrating knowledge of post			
	Has knowledge/understanding of the TA role	D	AF/I
	Is willing to undertake professional development	D	I
	Is willing to run small group work outside of curriculum time	D	I

Interpersonal Skills			
	Can demonstrate commitment	E	I
	Has good interpersonal skills	E	I
	Is sensitive to others/caring	E	I
	Is an effective listener	E	I
	Can professionally challenge adults and students where necessary	E	I
	Shows initiative, adaptability/flexibility	E	I
	Is self-disciplined	E	I
	Can motivate self and others	E	I
	Can problem solve	E	I
	Can forward plan – be proactive	E	I
	Responds to change positively	E	I
	Respects confidentiality	E	I
	Can effectively deal with conflict in a non-confrontational manner	E	I
	Is enthusiastic	E	I
	Can take responsibility/ownership	E	I
	Has an awareness of strengths/self-development needs	E	I

E – Essential  
 D – Desirable  
 AF – Application Process  
 I – Interview